



Unit title	Assist with the Running of a Live Performance
SQA code	H6JA 04
SCQF level	6
SCQF credit points	4
SSC ref	COM56

History of changes

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

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Title		Assist with the Running of a Live Performance	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know how to implement pre-show checks.	1.1	Describe the range of pre-show checks required for the performance.
		1.2	State their own roles and responsibilities in implementing pre-show checks.
		1.3	Identify the relative times needed to implement different types of pre-show check.
		1.4	Classify the types of problems that pre-show checks can identify.
		1.5	Describe the actions required to resolve common pre-show problems.
		1.6	Explain the importance of completing all pre-show checks by the half hour call.
		1.7	State how the completion of pre-show checks can be confirmed.
2	Know how to implement appropriate cues.	2.1	Describe how clear and accurate cues can be provided.
		2.2	Explain how required cues can be identified from a script or musical score.
		2.3	Explain how required cues can be identified by observing the performance.
		2.4	State the relevant stand by times required for different people involved within the performance.
		2.5	Describe how problems with cues can be identified.
		2.6	Describe alternative ways of providing cues.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	<p>2.7 Explain how alternative ways of providing cues can be provided when problems arise.</p> <p>2.8 Describe the circumstances that may result in aborted goes.</p> <p>2.9 Describe the action required to respond to aborted goes.</p>
<p>3 Be able to implement pre-show checks.</p>	<p>3.1 Obtain accurate information regarding the pre-show checks for which they are responsible for.</p> <p>3.2 Gain clarification on instructions given from the appropriate person.</p> <p>3.3 Plan their activity to ensure that pre-show checks they are responsible for can be achieved within the given timescale.</p> <p>3.4 Implement pre-show checks effectively within the given timescale.</p> <p>3.5 Report problems with the completion of pre-show checks to the appropriate person.</p> <p>3.6 Check that pre-show checks are completed according to the requirements of the performance.</p> <p>3.7 Confirm that pre-show checks have been successfully completed.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>4 Be able to implement effective cues.</p>	<p>4.1 Obtain accurate information regarding the cues that they are required to implement from the person responsible for running the performance.</p> <p>4.2 Implement cues and stand-by instructions to relevant people.</p> <p>4.3 Provide cues at the appropriate times and using agreed methods.</p> <p>4.4 Implement cues according to the cue sheet.</p> <p>4.5 Monitor the performance to ensure that cues are provided correctly.</p> <p>4.6 Implement adjustments to the timing of cues in response to deviations from the performance.</p> <p>4.7 Report any problems with the provision of cues to the person responsible for running the performance.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit aims to assess the learners' ability to assist with the running of a performance through implementing pre-show checks and appropriate cues during the performance. This includes identifying the relevant cues needed and responding to problems identified.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.